School Improvement Plan

Woodcrest Elementary School
Midland Public Schools

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5500 DRAKE ST
MIDLAND, MI 48640-2451
# TABLE OF CONTENTS

- **Introduction** .................................................................................................................. 1

## Improvement Plan Assurance

- **Introduction** .................................................................................................................. 3
- **Improvement Plan Assurance** .......................................................................................... 4

## Spring 2017 School Improvement Plan

- **Overview** ....................................................................................................................... 6

## Goals Summary

- **Goal 1:** 85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step Math Assessment ......................................................................................... 8
- **Goal 2:** 85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step ELA Assessment ................................................................................................... 9
- **Goal 3:** 85% of fourth grade students will demonstrate proficiency on the M-Step Science Assessment .................................................................................................................. 10
- **Goal 4:** 85% of fifth grade students will demonstrate proficiency on the M-Step Social Studies Assessment .............................................................................................................. 11

- **Activity Summary by Funding Source** ............................................................................. 13
Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.
Improvement Plan Assurance
Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>Spring 2017</td>
<td></td>
</tr>
</tbody>
</table>
Spring 2017 School Improvement Plan
Overview

Plan Name

Spring 2017 School Improvement Plan

Plan Description
## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step Math Assessment</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$500</td>
</tr>
<tr>
<td>2</td>
<td>85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step ELA Assessment</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$500</td>
</tr>
<tr>
<td>3</td>
<td>85% of fourth grade students will demonstrate proficiency on the M-Step Science Assessment</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$500</td>
</tr>
<tr>
<td>4</td>
<td>85% of fifth grade students will demonstrate proficiency on the M-Step Social Studies Assessment</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$500</td>
</tr>
</tbody>
</table>
Goal 1: 85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step Math Assessment

Measurable Objective 1: 62% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) on M-Step Math Assessments in Mathematics by 06/30/2018 as measured by the percentage of students receiving a proficient score.

Strategy 1: Increasing the Substance of Student Talk - Staff will refine their usage of Making Thinking Visible "thinking routines" by participating in bi-weekly grade level collaborative meetings, building professional development meetings, and by working individually with the building's PYP coordinator. The ultimate goal of this strategy is to increase the complexity of student talk when students are working in collaborative groups and/or participating in content related discussions. As the "distinguished cell" of the 5D+ Student Engagement "Substance of Student Talk" rubric states, students will display "Student to student talk that reflects knowledge and ways of thinking associated with the content. Students will also provide evidence to support their arguments and new ideas." According to research completed by the University of Washington's Center for Educational Leadership, getting staff to this level will place them in the "distinguished" category of performance for the descriptor "Substance of Student Talk."

Category: Mathematics
Research Cited: -5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning
-Making Thinking Visible (2011) Ritchhart, Church, and Morrison

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Making Thinking Visible Professional Development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will participate in bi-weekly grade level collaborative meetings, building professional development meetings, and individual meetings with the building's PYP coordinator to refine their use of specific Making Thinking Visible thinking routines.</td>
<td>Direct Instruction, Professional Learning, Teacher Collaboration, Materials</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>07/01/2017</td>
<td>06/30/2018</td>
<td>$500</td>
<td>General Fund</td>
<td>Principal, PYP Coordinator, All Instructional Staff</td>
</tr>
</tbody>
</table>
Goal 2: 85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step ELA Assessment

Measurable Objective 1:
75% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) as measured by the percent of students receiving a proficient score in English Language Arts by 06/30/2018 as measured by M-Step ELA Assessments.

Strategy 1:
Increasing the Substance of Student Talk - Staff will refine their usage of Making Thinking Visible "thinking routines" by participating in bi-weekly grade level collaborative meetings, building professional development meetings, and by working individually with the building's PYP coordinator. The ultimate goal of this strategy is to increase the complexity of student talk when students are working in collaborative groups and/or participating in content related discussions. As the "distinguished cell" of the 5D+ Student Engagement "Substance of Student Talk" rubric states, students will display "Student to student talk that reflects knowledge and ways of thinking associated with the content. Students will also provide evidence to support their arguments and new ideas." According to research completed by the University of Washington's Center for Educational Leadership, getting staff to this level will place them in the "distinguished" category of performance for the descriptor "Substance of Student Talk."

Category: English/Language Arts

Research Cited: -5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning
-Making Thinking Visible (2011) Ritchhart, Church, and Morrison

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Tier: Tier 1
**Goal 3: 85% of fourth grade students will demonstrate proficiency on the M-Step Science Assessment**

**Measurable Objective 1:**
44% of Fourth grade students will demonstrate student proficiency (pass rate) on M-Step Assessments in Science by 06/30/2018 as measured by the M-Step Science Assessment.

**Strategy 1:**
Increasing the Substance of Student Talk - Staff will refine their usage of Making Thinking Visible "thinking routines" by participating in bi-weekly grade level collaborative meetings, building professional development meetings, and by working individually with the building's PYP coordinator. The ultimate goal of this strategy is to increase the complexity of student talk when students are working in collaborative groups and/or participating in content related discussions. As the "distinguished cell" of the 5D+ Student Engagement "Substance of Student Talk" rubric states, students will display "Student to student talk that reflects knowledge and ways of thinking associated with the content. Students will also provide evidence to support their arguments and new ideas." According to research completed by the University of Washington's Center for Educational Leadership, getting staff to this level will place them in the "distinguished" category of performance for the descriptor "Substance of Student Talk."

Category: Science

Research Cited: -5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning
-Making Thinking Visible (2011) Ritchhart, Church, and Morrison

Tier: Tier 1

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<td>General Fund</td>
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**Goal 4: 85% of fifth grade students will demonstrate proficiency on the M-Step Social Studies Assessment**

**Measurable Objective 1:**
45% of Fifth grade students will demonstrate a proficiency on M-Step Assessments in Social Studies by 06/30/2018 as measured by the M-Step Social Studies Assessment.

**Strategy 1:**
Increasing the Substance of Student Talk - Staff will refine their usage of Making Thinking Visible "thinking routines" by participating in bi-weekly grade level collaborative meetings, building professional development meetings, and by working individually with the building’s PYP coordinator. The ultimate goal of this strategy is to increase the complexity of student talk when students are working in collaborative groups and/or participating in content related discussions. As the "distinguished cell" of the 5D+ Student Engagement “Substance of Student Talk” rubric states, students will display "Student to student talk that reflects knowledge and ways of thinking associated with the content. Students will also provide evidence to support their arguments and new ideas." According to research completed by the University of Washington’s Center for Educational Leadership, getting staff to this level will place them in the "distinguished" category of performance for the descriptor “Substance of Student Talk.”

Category: Social Studies
Research Cited: - 5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning
-Making Thinking Visible (2011) Ritchhart, Church, and Morrison
Tier: Tier 1

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SY 2017-2018
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# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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